

Record of PPG Spending by item/project Summer 2015

Project	Year groups	Cost	Impact						
<p>Nurture Group:</p> <p>To establish daily Nurture sessions with emotionally vulnerable pupils</p>	Whole school	£50,000	<p>Most pupils who access Nurture have shown more engagement in class. Several children have returned to class full time as their behaviour has improved. The following assessments have been taken from Boxall Profiles which shows that it is having a successful impact.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">Gives purposeful attention</td> <td style="text-align: center;">Participates constructively</td> <td style="text-align: center;">Is emotionally secure</td> </tr> <tr> <td style="text-align: center;">81%</td> <td style="text-align: center;">81%</td> <td style="text-align: center;">81%</td> </tr> </table>	Gives purposeful attention	Participates constructively	Is emotionally secure	81%	81%	81%
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<p>Play Therapy:</p> <p>To establish Play Therapy sessions to support pupils with a variety of social and emotional needs</p>	Whole school	£40,500	<p>Play Therapy is an on-going process, however several children are showing improvements in their points score from the start of the sessions.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;"> <u>Positive Change</u> Percentage of children where the total difficulties score decreased </td> <td style="text-align: center;"> <u>Negative Change</u> Percentage of children where the total difficulties score increased </td> </tr> <tr> <td style="text-align: center;">70%</td> <td style="text-align: center;">30%</td> </tr> </table>	<u>Positive Change</u> Percentage of children where the total difficulties score decreased	<u>Negative Change</u> Percentage of children where the total difficulties score increased	70%	30%		
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<p>Breakfast:</p> <p>To provide children with a light breakfast to ensure purposeful learning</p>	Whole school	£14,000	<p>10% of pupils surveyed had breakfast before coming to school. Now 70% of pupils have breakfast bars, fruit and milk to start the day. All teachers have reported increased engagement and participation during morning sessions. It also enables more interventions to take place outside the Literacy and Maths lessons.</p>						
<p>Uniforms:</p> <p>To provide children with free jumpers and pumps to raise self-esteem</p>	Whole school	£2,000	<p>At least 90% of disadvantaged pupils now wear the correct school uniform every day. Pupils think uniform is important and gives a sense of belonging.</p>						
<p>Attendance reward:</p> <p>To reward parents and children for good attendance</p>	Whole School	£1,000	<p>Lateness has improved compared to last year. However, this could be improved further in some classes. Teachers are running an extra reward in classes for pupils who come to school on time every day. In addition, a trophy is going to be introduced to promote attendance in each Key Stage.</p> <p>A Golden Ticket is awarded to each child achieving 100% attendance, and is entered into a prize draw in an assembly each week; the winners in KS1 and KS2 receive a £10 voucher.</p>						
<p>Learning Mentor:</p> <p>To communicate with parents and children who are vulnerable</p> <p>To address attendance issues</p>	Whole school	£17,000	<p>The Learning mentor continually monitors the behaviour, welfare and attendance of vulnerable pupils across school to improve engagement and attendance. This involves home visits, close monitoring of lateness and absence. Also it involves vital parent liaison to ensure any issues or concerns are dealt with in a timely manner.</p>						

<p>Experiential Learning:</p> <p>To provide children with new experiences linked to learning in the curriculum</p>	Whole school	£6,000	Trips or topic days continue to engage pupils in learning and give the disadvantaged pupils experiences that they may not otherwise have the opportunity to enjoy. 100% of pupils interviewed as part of pupil voice questionnaires said that experience days sparked their interest in a topic. Teachers have also reported improved motivation and interest by pupils in topics where experiences are introduced at/close to the beginning.																		
<p>Speech and Language:</p> <p>Assessments Training staff Staff time to work with children Resources</p>	Whole school but focus on foundation	£8,000	<p>In Foundation Stage, speech and language interventions have had a significant impact on Listening, Understanding and Speaking. Disadvantaged pupils have outperformed non-disadvantaged pupils by the end of Summer 2 even though they were only 21% of pupils at Typical development in Autumn 1 compared to 35% non-disadvantaged pupils.</p> <table border="1" data-bbox="699 667 1501 981"> <thead> <tr> <th>Listening Understanding Speaking:</th> <th>Listening Understanding Speaking:</th> <th>Listening Understanding Speaking:</th> <th>Listening Understanding Speaking:</th> </tr> </thead> <tbody> <tr> <td>Disadv. Typical Aut 1</td> <td>Non-Disadv. Typical Aut 1</td> <td>Disadv. Typical Sum 2</td> <td>Non. Disadv Typical Sum 2</td> </tr> <tr> <td>21%</td> <td>35%</td> <td>75%</td> <td>73%</td> </tr> </tbody> </table>	Listening Understanding Speaking:	Listening Understanding Speaking:	Listening Understanding Speaking:	Listening Understanding Speaking:	Disadv. Typical Aut 1	Non-Disadv. Typical Aut 1	Disadv. Typical Sum 2	Non. Disadv Typical Sum 2	21%	35%	75%	73%						
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<p>CPD:</p> <p>To improve quality feedback from teachers To learn about teaching opportunities of Forest School</p>	Whole school	£4,000	At the start of the year 25% of staff were judged as Outstanding. This is now 41% which demonstrates the impact of the CPD this year, which has focussed on assessment for learning. Further CPD will take place next year to support the other teachers to move from Good to Outstanding.																		
<p>TA individual readers</p> <p>To support and promote reading with year 3 pupils</p>	Year 3	£3,900	In pupil voice surveys, pupils said that they enjoy reading now and that the new books are more interesting. More pupils are reading at home and at school. An enjoyment of reading has been created and they visit the adult in their lunchtime to read voluntarily.																		
<p>Guided writing :</p> <p>To provide targeted intervention in guided writing session</p>	Years 2-6	£4,000	<p>Guided writing has had a good impact in most classes. Where the gap needs close further, CPD and whole school development needs will be assessed to be taken forward in September. The gap appears not to have closed in Year 6 because there is a high percentage of pupils with SEN in this cohort who are disadvantaged. School priorities in September will address the gaps in learning for disadvantaged and non-disadvantaged pupils to increase the percentage making expected progress.</p> <table border="1" data-bbox="699 1742 1485 2007"> <thead> <tr> <th>Year group</th> <th>% of disadvantaged children making expected progress.</th> <th>% of non-disadvantaged pupils making expected progress.</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>62%</td> <td>80%</td> </tr> <tr> <td>3</td> <td>47%</td> <td>50%</td> </tr> <tr> <td>4</td> <td>58%</td> <td>50%</td> </tr> <tr> <td>5</td> <td>11%</td> <td>22%</td> </tr> <tr> <td>6</td> <td>65%</td> <td>83%</td> </tr> </tbody> </table>	Year group	% of disadvantaged children making expected progress.	% of non-disadvantaged pupils making expected progress.	2	62%	80%	3	47%	50%	4	58%	50%	5	11%	22%	6	65%	83%
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<p>Bear Necessities:</p> <p>To support reading and writing of phonics</p>	<p>EYFS, Year 1,2</p>	<p>£624</p>	<p>In Year 1, the impact of the intervention was very successful as disadvantageded pupils outperformed non-disadvantaged pupils considerably. Over the year, some pupils in EYFS and Year 2 were accessing Bear Necessities and this did not have an impact so they moved to another intervention , for example the '5 minute box'.</p> <table border="1" data-bbox="699 369 1485 1167"> <tr> <td>EYFS Reading Typical Dev.</td> <td>EYFS Reading Typical Dev.</td> </tr> <tr> <td>Disadv. Aut 1</td> <td>Non-Disadv Aut 1</td> </tr> <tr> <td>13%</td> <td>30%</td> </tr> <tr> <td>Y1 Reading Expected Progress Disadv. (+3 steps)</td> <td>Y1 Reading Expected Progress Non-Disadv. (+3 steps)</td> </tr> <tr> <td>61%</td> <td>46%</td> </tr> <tr> <td>Y2 Reading Expected Progress Disadv. (+6 points)</td> <td>Y2 Reading Expected Progress Non-Disadv. (+6 points)</td> </tr> <tr> <td>63%</td> <td>80%</td> </tr> </table>	EYFS Reading Typical Dev.	EYFS Reading Typical Dev.	Disadv. Aut 1	Non-Disadv Aut 1	13%	30%	Y1 Reading Expected Progress Disadv. (+3 steps)	Y1 Reading Expected Progress Non-Disadv. (+3 steps)	61%	46%	Y2 Reading Expected Progress Disadv. (+6 points)	Y2 Reading Expected Progress Non-Disadv. (+6 points)	63%	80%																					
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<p>Write from the start:</p> <p>To improve motor skills</p>	<p>EYFS</p>	<p>£700</p>	<p>This intervention has had a good impact on Foundation Stage pupils in Moving and Handling. 26% of pupils were at typical development at the start of the year. At the end of summer 58% of pupils were at typical development. Also no pupils were exceeding expectations at the beginning of the year. By the end of Summer, 4% of pupils were exceeding expectations.</p> <table border="1" data-bbox="699 1406 1485 1585"> <tr> <td>Moving and handling: Typical Aut 1</td> <td>Moving and handling: Expected Sum 2</td> <td>Moving and handling : Exceeding Aut 1</td> <td>Moving and handling : Exceeding Sum 2</td> </tr> <tr> <td>26%</td> <td>58%</td> <td>0%</td> <td>4%</td> </tr> </table>	Moving and handling: Typical Aut 1	Moving and handling: Expected Sum 2	Moving and handling : Exceeding Aut 1	Moving and handling : Exceeding Sum 2	26%	58%	0%	4%																											
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<p>Lifeboat :</p> <p>To improve reading and spelling patterns</p>	<p>Years 1-6</p>	<p>£1560</p>	<table border="1" data-bbox="699 1619 1485 2125"> <thead> <tr> <th>Class</th> <th>Expected Progress Disadv.</th> <th>Expected Progress Non Disadv.</th> <th>Exceeded progress Disadv.</th> <th>Exceeded Progress Non disadv.</th> </tr> </thead> <tbody> <tr> <td>Y1</td> <td>61% (+3 steps)</td> <td>46% (+3 steps)</td> <td>13% (+4 steps)</td> <td>7% (+3.5 steps)</td> </tr> <tr> <td>Y2</td> <td>46% (6+ points)</td> <td>80% (6+ points)</td> <td>16% (+6 points)</td> <td>30% (+6 points)</td> </tr> <tr> <td>Y3</td> <td>68% (+3 steps)</td> <td>90% (+3 steps)</td> <td>47% (+4 steps)</td> <td>60% (+3.5 steps)</td> </tr> <tr> <td>Y4</td> <td>79% (+3 steps)</td> <td>64% (+3 steps)</td> <td>62% (+4 steps)</td> <td>50% (+3.5 steps)</td> </tr> <tr> <td>Y5</td> <td>43% (+3 steps)</td> <td>44% (+3 steps)</td> <td>25% (+4 steps)</td> <td>44% (+3.5 steps)</td> </tr> <tr> <td>Y6</td> <td>50% (6+ points)</td> <td>66% (6+ points)</td> <td>27% (+6 points)</td> <td>16% (+6 points)</td> </tr> </tbody> </table>	Class	Expected Progress Disadv.	Expected Progress Non Disadv.	Exceeded progress Disadv.	Exceeded Progress Non disadv.	Y1	61% (+3 steps)	46% (+3 steps)	13% (+4 steps)	7% (+3.5 steps)	Y2	46% (6+ points)	80% (6+ points)	16% (+6 points)	30% (+6 points)	Y3	68% (+3 steps)	90% (+3 steps)	47% (+4 steps)	60% (+3.5 steps)	Y4	79% (+3 steps)	64% (+3 steps)	62% (+4 steps)	50% (+3.5 steps)	Y5	43% (+3 steps)	44% (+3 steps)	25% (+4 steps)	44% (+3.5 steps)	Y6	50% (6+ points)	66% (6+ points)	27% (+6 points)	16% (+6 points)
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			<p>Lifeboat has improved reading and word knowledge in classes across school. It was particularly successful with Year 1 and Year 4 pupils where disadvantaged pupils exceeded non-disadvantaged in both expected and exceeded progress. In Year 6, more disadvantaged pupils achieved exceeded progress than non-disadvantaged pupils. This intervention will be monitored as it clearly had good impact in some areas.</p>																									
<p>Springboard :</p> <p>To support pupils with key areas of mathematics</p>	Years 3-6	£4,500	<p>After working with the new curriculum format, teachers felt that the Springboard programme was not suitable for the pupils. This time was given to maths interventions which addressed gaps in learning. Again, expected progress appears to be low due to a great deal of new content being taught before pupils could progress to the next step. This aside, disadvantaged pupils in Year 3, 4 and 6 outperformed their peers with more achieving expected progress. In year 4 28% of disadvantaged pupils exceeded the expected progress compared to 0% of non-disadvantaged pupils.</p> <table border="1"> <thead> <tr> <th>Maths</th> <th>Expected Progress Disadv.</th> <th>Expected Progress Non disadv.</th> <th>Exceeded progress Disadv.</th> <th>Exceeded Progress Non disadv.</th> </tr> </thead> <tbody> <tr> <td>Y3</td> <td>53% (+3 steps)</td> <td>50% (+3 steps)</td> <td>16% (+4 steps)</td> <td>30% (+4 steps)</td> </tr> <tr> <td>Y4</td> <td>45% (+3 steps)</td> <td>25% (+3 steps)</td> <td>28% (+4 steps)</td> <td>0%</td> </tr> <tr> <td>Y5</td> <td>43% (+3 steps)</td> <td>64% (+3 steps)</td> <td>25% (+4 steps)</td> <td>34% (+4 steps)</td> </tr> <tr> <td>Y6</td> <td>50% (6+ points)</td> <td>40% (6+ points)</td> <td>27% (6+ points)</td> <td>26% (+6 points)</td> </tr> </tbody> </table>	Maths	Expected Progress Disadv.	Expected Progress Non disadv.	Exceeded progress Disadv.	Exceeded Progress Non disadv.	Y3	53% (+3 steps)	50% (+3 steps)	16% (+4 steps)	30% (+4 steps)	Y4	45% (+3 steps)	25% (+3 steps)	28% (+4 steps)	0%	Y5	43% (+3 steps)	64% (+3 steps)	25% (+4 steps)	34% (+4 steps)	Y6	50% (6+ points)	40% (6+ points)	27% (6+ points)	26% (+6 points)
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<p>Socially Speaking :</p> <p>To promote speaking and social skills</p>	Years 3-6	£975	<p>Socially Speaking has increased the confidence and self-esteem of many children who have participated in the programme. Teachers have reported that many of the children are more willing to engage in classroom discussions. However, we will change how this is timetabled and monitored in order to ensure that it is having the desired level of impact for every child.</p>																									
<p>Intervention teacher p/t:</p> <p>To provide personalised interventions in literacy and maths</p>	Year 6	£15,000	<table border="1"> <thead> <tr> <th></th> <th>Level 4+ Disadv.</th> <th>Level 4+ Non-Dis</th> <th>Level 5+ Disadv.</th> <th>Level 5+ Non-Dis</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>88%</td> <td>100%</td> <td>38%</td> <td>33%</td> </tr> <tr> <td>Writing</td> <td>73%</td> <td>100%</td> <td>27%</td> <td>33%</td> </tr> <tr> <td>Maths</td> <td>77%</td> <td>100%</td> <td>23%</td> <td>33%</td> </tr> <tr> <td>SPAG</td> <td>69%</td> <td>100%</td> <td>38%</td> <td>67%</td> </tr> </tbody> </table> <p>Progress has been good for disadvantaged and non-disadvantaged pupils. This is especially true in Level 5 writing, where disadvantaged pupils outperformed non-disadvantaged pupils. It appears that the gap is widening between the two groups, however there was a larger than average number of SEN pupils in this cohort, who were disadvantaged. This has meant that the percentage of disadvantaged pupils appears lower. In order to convert more expected achievement to exceeding next year, the QIT team will make extending the higher ability a priority across all core subjects.</p>		Level 4+ Disadv.	Level 4+ Non-Dis	Level 5+ Disadv.	Level 5+ Non-Dis	Reading	88%	100%	38%	33%	Writing	73%	100%	27%	33%	Maths	77%	100%	23%	33%	SPAG	69%	100%	38%	67%
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1 st Class@ Number: To support children in KS1 to close gaps in maths	Year 1-2	£468	This intervention did not run due to staffing issues. This will be addressed next year where there will be a whole school Maths priority which will include Key Stage 1 Maths interventions.				
Number Box: To provide children with 1:1 numeracy support	Whole school	£500	Many pupils who access this are on the SEND register so have made small steps of progress. Teachers have reported that the short daily input is beneficial for these pupils. This progress is not measurable in steps on EAZMAG (assessment system) and teachers have used alternative assessments to show progress. These pupils are more engaged with these daily shorter interventions.				
5 Minute Box: To provide children with 1:1 literacy support	Whole school	£500	This has had a similar impact to the number box. Lower ability pupils benefit from the shorter sessions and have consolidated basic Literacy Skills.				
Write Dance: To improve motor control	Foundation Stage and KS1	£500	Write dance has had a clear impact in Foundation Stage, as 58% of pupils are now at ELG expected for Moving and Handling (see data for Write from the Start). This will continue next year as it has met the children's needs.				
Dockside Reading: To support Upper Key Stage 2 reading skills	Year 5 and 6	£1,000	Reading	Expected Progress	Expected Progress	Exceeded progress	Exceeded Progress
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This intervention has had an impact, and the gap is clearly closing between disadvantaged pupils and their peers in both Year 5 and 6. In fact, disadvantaged pupils who exceeded expectations, outperformed non-disadvantaged pupils in all classes.							
P4C/Social Skills: To encourage children to participate in social activities	Whole school	£500	Pupils enjoy these sessions and teachers have reported improvements with interactions within the classroom and on the playground. This intervention will be timetabled in a way that is accessible to more pupils next year and it will be monitored differently so impact can quickly be measured each half term.				
	Total	£197,227					
	Reactive funding	£8,173	This funding was spent on Wordblaze, a Key Stage 2 phonics intervention and new cover supervisors.				

Update July 2015

- Although STAT does not reflect progress clearly (especially in Maths) school consider 3 steps progress to be expected progress. This has been used to measure the effectiveness of interventions this year.
- Nurture continues to have a positive impact on the pupils who attend and their behaviour in class is more settled.
- In Play Therapy, pupils may experience highs and lows in their behaviour as some issues may become 'unlocked' so their progress may fluctuate, especially if they are still witnessing traumatic events. However, teachers have observed more settled behaviour for many of the pupils. There are periodic reviews for pupils by the family and teachers. These reviews have been positive for the pupils who have accessed play therapy for long periods.
- An effective method of monitoring SMSC interventions needs to be implemented in addition to the yearly Boxhall Profile assessments.
- The impact of guided writing needs to be measured next year again. More SPAG skills need to be introduced in

addition to support with handwriting and content. Further CPD will be tailored to the needs of teachers.

- Pupils are enjoying Wordblaze and although impact can't be measured in steps (as it hasn't run for long enough) already improvements in the weekly spelling test show progress.
- Speech and Language has had a significant impact in foundation stage for the second year in a row, so this needs to continue next year.
- The Learning Mentor has continued to improve relationships with parents and has addressed attendance issues, barriers to learning, behaviour and welfare concerns.
- Progress in Maths across school will be closely monitored next year to ensure that rapid progress is made by disadvantaged pupils. An updated version of this intervention and training for the new curriculum will be implemented in September.
- Teaching assistants have modelled Wordblaze lessons and they have observed each other and given feedback to ensure quality sessions are being run by staff. This will continue next year to support staff development.